

## **LESSON PLAN FOR AMERICAN CIVIL WAR HOME FRONT**

Appomattox Court House National Historical Park

TRT Peggy Voorhees 9/1/2014

How was the Southern economy and home life affected by the American Civil War?

This lesson focuses on the effect wartime conditions the Union blockade and had on the American South. A description of the economic situation will be given and a look at how the people reacted with coping methods will be emphasized. The war circumstances drastically changed home life for many people living in the Confederate States. Visitors will be asked to imagine what life was like during the American Civil War, as well as, the attitudes and actions of the people involved.



Plunkett- Meek's Store in Appomattox Court House served as a valuable resource for merchandise and as social center of village life.

Appomattox Court House Historical Park

<http://www.nps.gov/apco/index.htm>



Confederate money

### **Learning Objectives:**

The student will be able to...

- Utilize visual, mathematical, and quantitative data

- Analyze cause and effect relationships

- Identify issues and patterns of the past

- Marshall evidence of antecedent circumstances and identify those historically relevant

- Recognize the connection from past to present

- Appreciate the usefulness of primary sources for the study of the social sciences

The student will know the role of Appomattox in the American Civil War

Demonstrate knowledge of the American Civil War; events, differences North and South, causes (emphasis on slavery), Virginia's role and battles, social roles during the war, effects of the war, and different perspectives

Understand the effect of the Union blockade and comprehend the state of the Southern economy

Compare prices of goods prewar to prices of same during the war

Identify Confederate States and describe situation of the home front

List scarce items and comprehend the impact of shortages

List was used as substitutes for scarce goods

### **Background Information:**

The Union blockade of Southern ports was at first ineffective due to the lack of Northern ships available. There were some who became wealthy as blockade-runners (mostly British) by being able to get munitions and scarce goods to the Southern ports.

After a while, the Union was able to use various kinds of boats as blockaders and this had a tremendous effect on the South. Many important ports were closed entirely, including Roanoke Island and New Bern of North Carolina and Beaufort, South Carolina. Georgia's Fort Pulaski was also taken by the Union blockade campaign.

The Southern economy was very much affected. For example, in 1860, \$191 million of cotton was exported. This can be compared to the cotton exports in 1862 only bringing \$4 million. Some of the goods the South had difficulty importing were ammunition,

shoes, and salt. Southern commerce was struggling by 1863 and this impacted the home front of the American South.

**Major vocabulary introduced:**

BLOCKADE

ECONOMY

SCARCITY

RESOURCES

CHOICES

OPPORTUNITY COST

PRICE

INCENTIVES

SUPPLY AND DEMAND

PRODUCTION

CONSUMPTION

INFLATION

**Possible logistics and script for ranger talk:**

**Procedure:**

On a table or any available surface, display goods and items with cards showing pricings for each as they were before the war visible. Have cards to be flipped to show price change per unit during the war next to each item.

Intro: Show the *Mason-Dixon Line Map* (see attached). Talk about the cultural, economic, and political issues of the time. Explain the causes of the American Civil War with an emphasis on slavery. Describe secession, and then ask, “What do the blue states represent? What do the green states represent? What does the red line represent? So, how many states seceded from the Union?” Prompt visitors- (eleven states below the Mason-Dixon Line). Talk about Appomattox’s role in the war and mention the war had a significant effect on the people in the area.

Say “So, who were these people in Appomattox Court House and how were their situations changed by the war?” Describe the demographics of the locals and note that this was a typical crossroads community in rural Virginia. Speak of the numbers of men that left their farms to fight in the war and also those who were left behind to carry on the work of the farms. Mention the state of the economy from that standpoint (see attached *Socio-economics*).

Discuss the Union BLOCKADE Campaign and the affect on the Southern ECONOMY. Show *Prices in the Confederacy Chart* (see attached). Have visitors make deductions as to what the chart is revealing. Talk about what the chart represents. Define SCARCITY and the effects of the American Civil War relative to the availability of RESOURCES and services, as well as, socially.

List INFLATIONARY wartime prices to compare with pre war prices of same goods.

Or: Refer to the display of goods and items. Ask visitors to guess how much each good is worth of valued at during the American Civil War. Discuss INFLATION and reveal each unit price with each good or item displayed.

Talk about the average Southern consumer coping with the changes and what would be substituted for common household items unavailable. Examine what goods were unavailable due to wartime conditions and how the people coped with such. Show what products could be substituted for items not available.

**Assessment:**

On-site formative questioning and observation, optional summative assessment (quiz or project) upon returning to school

**Park Connections:**

Making associations to the nineteenth century people of Appomattox through nineteenth century economic patterns, therefore achieving a realistic view of the American Civil War and Appomattox Court House

**Extensions:**

The teacher can expand the lesson, before the visit or after, and cover additional SOLs by asking students to...

Answer document based question (DBQ) by analyzing three primary documents and organizing an essay to answer the prompt. See *HOME FRONT Primary Source DBQ Activity* attached for student copies (see attached).  
(additional standards: ENG 4.6- 8.6, 9.5- 12.5)

Examine the post-war situation for Virginia and the South with an emphasis on Reconstruction. Include post-war contributions of key leaders and the 13<sup>th</sup>, 14<sup>th</sup>, and 15<sup>th</sup> Amendments. Ideas for product: Write a paper, present as a newspaper page, or debate alternative consequences  
(additional standards: VS.8a-c; VS.9a-c; USII.2b; USII.3a-c; USII.4c,d; VUS.7d,f; )

Create a time line of the American Civil War. Include major events and battles concerning Virginia and highlight key leaders during and post war (Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas “Stonewall” Jackson, and Frederick Douglas)  
(additional standards: USI.9d,e; VUS.7b)

Read the Wilmer McLean story and create a project emphasizing motivations to move and evaluating alternate courses concerning the choices he made economically. Include a general economic analysis of the consequences of the war on the American South. Discuss choices made and the consequences thereof. Have students define and use the following vocabulary words: CHOICES, OPPORTUNITY COST, PRICE, INCENTIVES, SUPPLY AND DEMAND, PRODUCTION, and CONSUMPTION.  
(additional standards: NS5d-f; WG.5; WG.6; WG.7a,b; CE.14a,c; EPF.1b,c)

Read and analyze the Emancipation Proclamation. Summarize in writing the essence of the document. Read and analyze Lincoln's Gettysburg Address. Summarize in writing the essence of the document. Write a paper describing the relationship between the two documents (see attached).

(additional standards: VUS.7c; ENG 4.2- 8.2, 9.1- 12.1, 4.7- 8.7, 9.6- 12.6, 4.8- 8.8, 9.7- 12.7, 4.9- 8.9, 9.8- 12.8 )

Analyze a political cartoon from the Civil War period to gain a better understanding for the mindset of the time (see attached). Students can write a brief summary of their analysis of have a round-table discussion. The teacher should be prepared to explain the cartoon/ issue (see attached).

Research and analyze data and information on Virginia utilizing an economic, demographic, and regional perspective. Include any relevant human migration details. Describe Virginia's economic situation before the Civil War. Then show the Southern war time and post-war economic disparity. Express how the South eventually recuperated and present conditions. Demonstrate knowledge by using charts and visuals to show economic changes in technology, global interaction, resources, and conditions. Optional- compare and contrast with other places and events.

(additional standards: NS4C,E; WG.9a,b,c; WG12b; CE.14d; EPF.1d,e; EPF.2a-c,f-k, EPF.3a,b; EPF.4a-d)

### **Additional Resources:**

- Civil War Life and Culture; CivilWar@Smithsonian  
[www.civilwar.si.edu/life\\_intro.html](http://www.civilwar.si.edu/life_intro.html)
- CivilWar.com by Premier Internet, Inc  
<http://www.civilwar.com/overview/causes/economic.html>
- Documenting the American South; The University of North Carolina at Chapel Hill <http://docsouth.unc.edu/imps/economics.html>
- Duke University Libraries <http://guides.library.duke.edu/civilwarwomen>
- Ersatz in the Confederacy: Shortages and Substitutes on the Southern Homefront by Mary Elizabeth Massey
- Gilder Lehman Institute of American History; *Civil War and Reconstruction, 1861- 1877* <http://www.gilderlehrman.org/history-by-era/civil-war-and-reconstruction-1861-1877>
- *House Divided*; The Civil War Research Engine at Dickinson College  
<http://housedivided.dickinson.edu/>

- *People & Events; The Civil War and Emancipation 1861 – 1865*  
<http://www.pbs.org/wgbh/aia/part4/4p2967.html>
- Rally on the High Ground; *The Civil War Homefront* by Drew Gilpin Faust
- *Slavery in the United States; A Brief History*( Civil War Trust)  
<http://www.civilwar.org/education/history/civil-war-overview/slavery.html>
- Teaching the Civil War with Technology; *The HomeFront: Women and the Civil War* <http://www.teachthecivilwar.com/blog/the-homefront-women-and-the-civil-war/>
- Teaching with Primary Sources; Middle Tennessee State University; *The Home Front During the Civil War*  
[http://library.mtsu.edu/tps/Home\\_Front\\_During\\_the\\_Civil\\_War.pdf](http://library.mtsu.edu/tps/Home_Front_During_the_Civil_War.pdf)
- The Center of American Music at the University of Pittsburg  
<http://www.pitt.edu/~amerimus/LPCivilWarHomefront.html>
- The Civil War- National Park Service [www.nps.gov/civilwar/](http://www.nps.gov/civilwar/)
- U. S. History; Pre-Columbian to the New Millennium: *The Northern Home Front*  
<http://www.ushistory.org/us/34c.asp>
- U. S. History; Pre-Columbian to the New Millennium: *The Southern Home Front*  
<http://www.ushistory.org/us/34d.asp>
- Valley of the Shadow, The Virginia Center for Digital History; Alderman Library, University of Virginia <http://valley.lib.virginia.edu/VoS/sitemap.html>
- Virginia is for Lovers; Civil War National Battlefield Parks  
[www.virginia.org/CWNationalbattlefields/](http://www.virginia.org/CWNationalbattlefields/)

### **Materials Introduction:**

The following materials are to be used to enhance the lesson, not only as props for demonstration, but as tools to encourage historical thinking including analysis with an emphasis on perspective. The materials 1- 8 can be referred to as primary and secondary sources, as well as, teaching aids.

### **Materials details:**

Material #1 Map of Mason-Dixon Line

Material #2 Socio-economics info

Material #3 Prices in the Confederacy Chart

Material #4 Goods (cotton, coffee, etc.) with cards (prices)

Material #5 Home Front Primary Source DBQ Activity

Material #6 Emancipation Proclamation

Material #7 Gettysburg Address

Material #8 Civil War political cartoon

Material #9 ACHNHP Home Front Notebook, to be utilized for the organization and preservation of additional information and resources

**Applicable Subjects:**

Civil War

Geography

History

Social Studies

Economics

**Related Parks:**

Antietam National Battlefield

Gettysburg National Military Park

Petersburg National Battlefield

Richmond National Battlefield Park

**Minimum grade, maximum grade:**

Sixth grade min

Twelfth grade max

**Education Standards:**

National Standards (NS): 2H; 3C; 5A-C

Virginia Standards of Learning (SOLs): VS.1a-i; USI.1a-c,e,f,i; USI.2d; USII.1a-c,e,f,i;

CE1.a-c,h; WHII.1a,b,e,f; VUS.1a,d,e,f,g,h,i; WG.3a-c; VS.7a-c; USI.9a-c,f; CE.11a,b;

CE.12b; CE.13a,b,f; WG.11a-c; EPF.1aVUS.7a,e

**Applicable Keywords:**

Nineteenth century

Civil War

Economy

Goods substituted

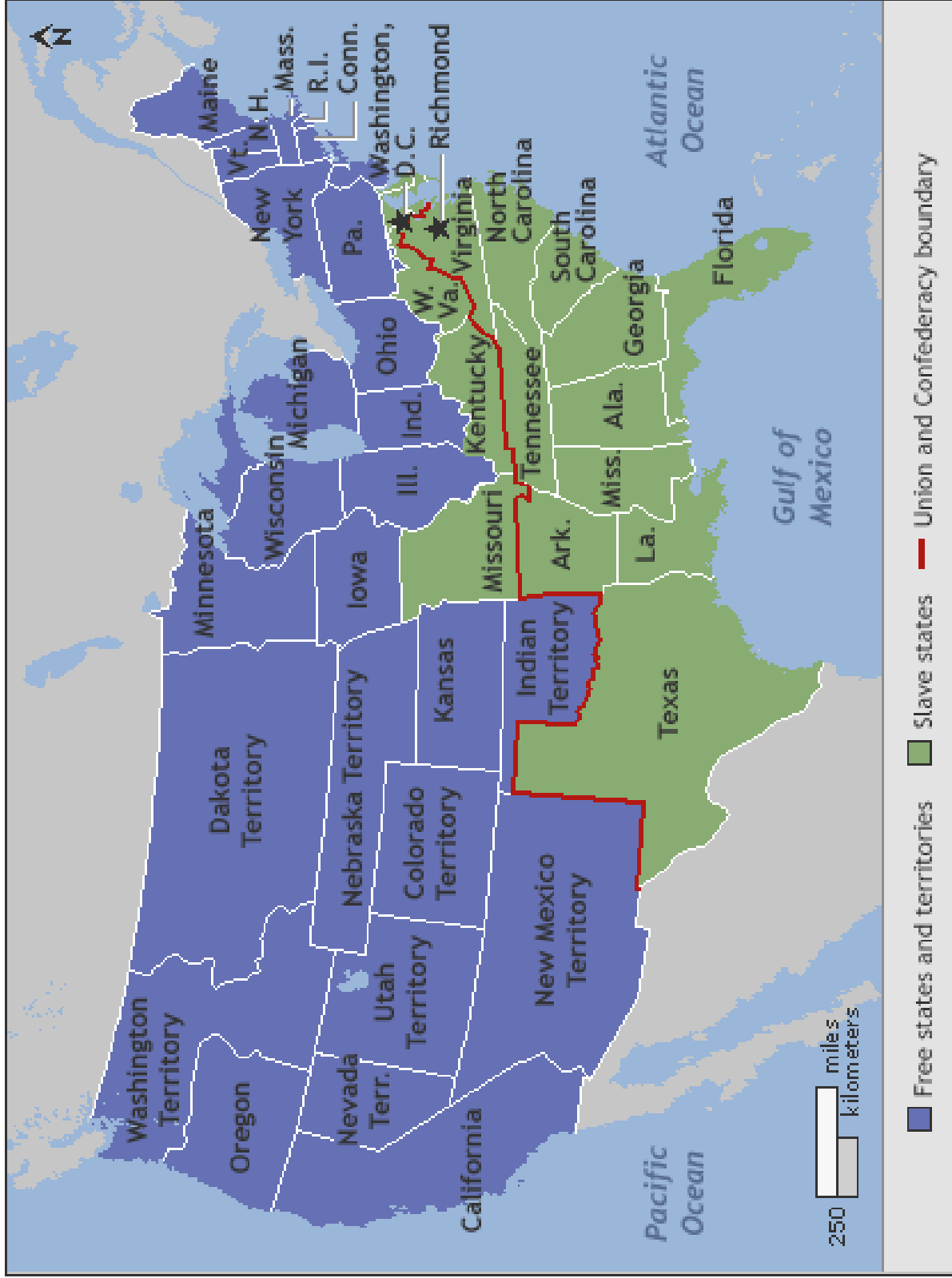
Home Front

War Time

Effects

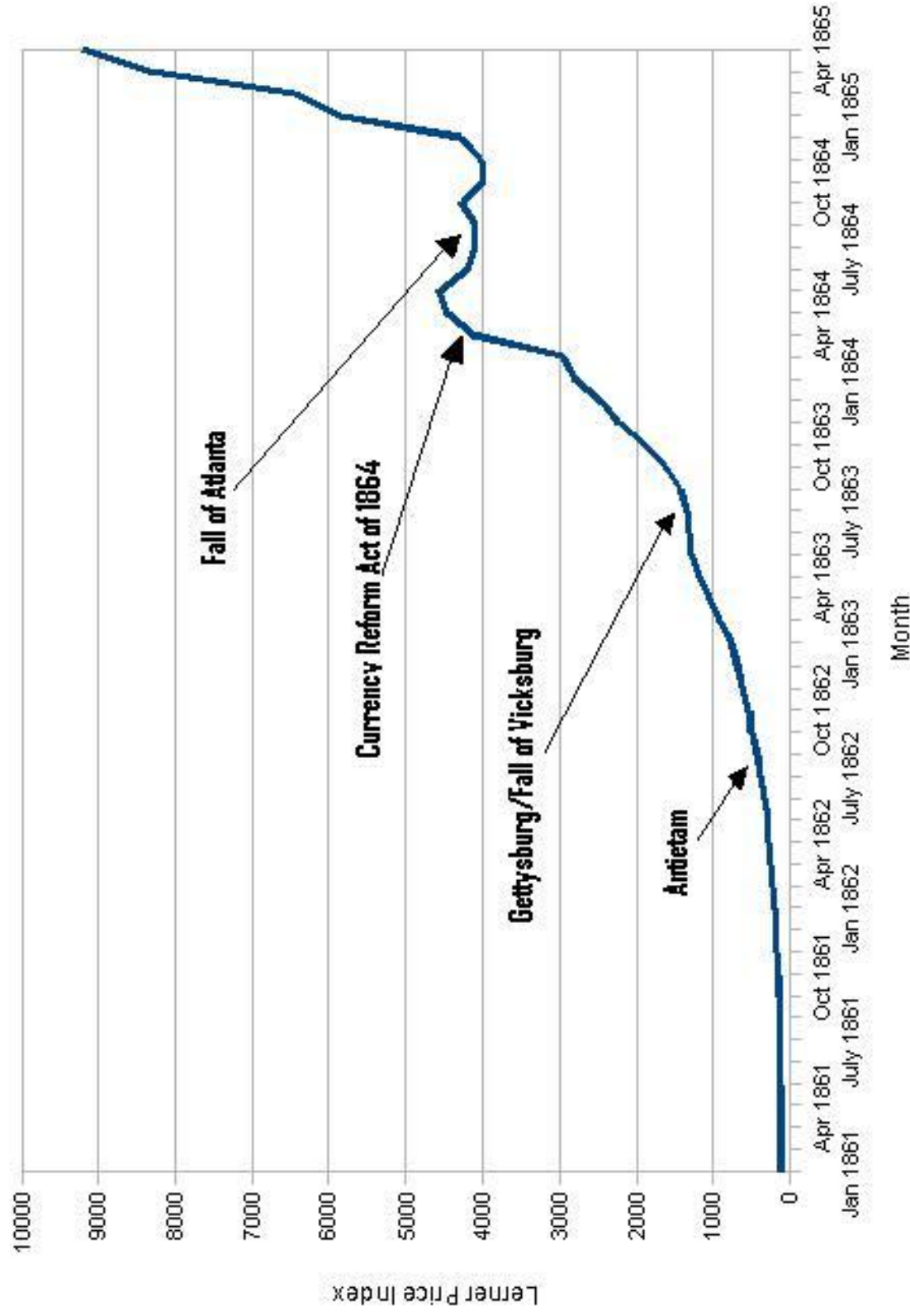
MASON- DIXON LINE MAP







Prices in the Confederacy during the war, Jan 1861-April 1865



Name \_\_\_\_\_

## HOME FRONT Primary Source DBQ Activity

DBQ= Document Based Question

**PROMPT: Using the following documents, describe the economy of the South during the American Civil War.**

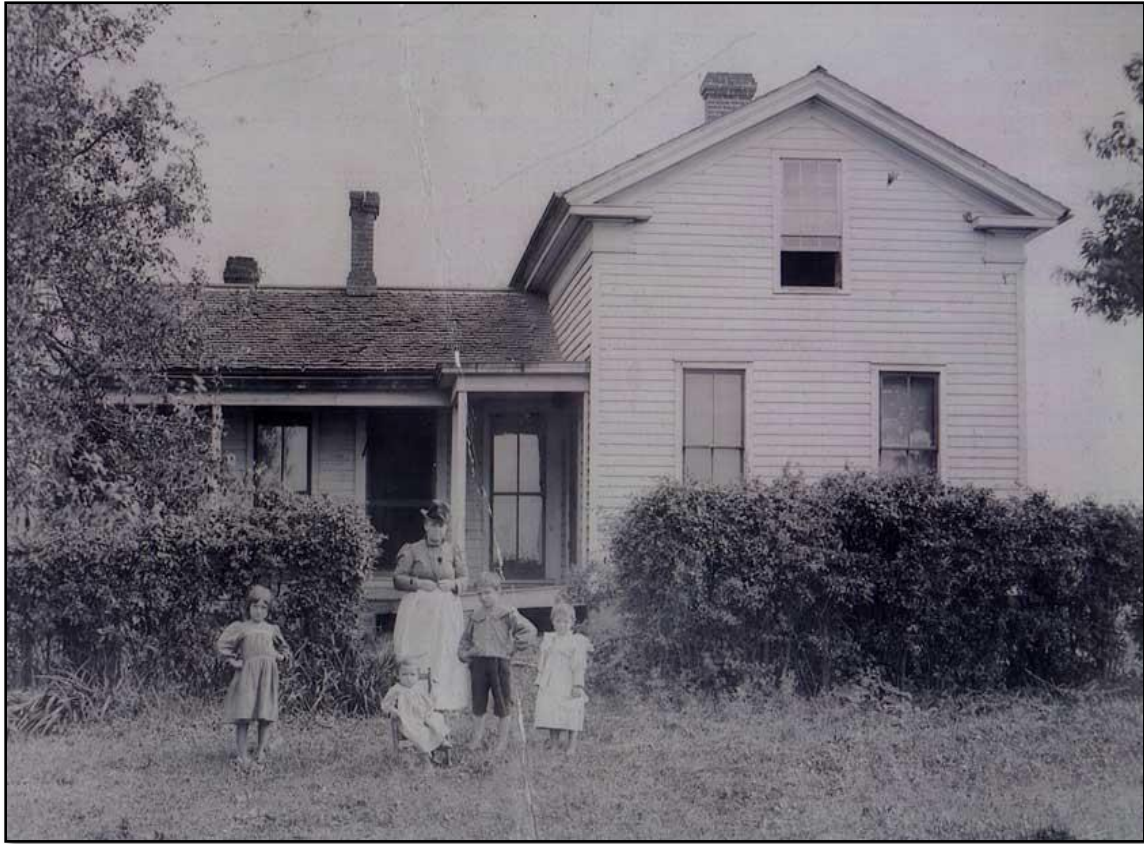
*In your essay, you must reference each of the documents with an in-text citation such as "(Doc. A)."*

### Document A



"Scott-anaconda" by J.B. Elliott - The Library of Congress/American Memory (Digital ID: g3701s cw0011000) [1]. Licensed under Public Domain via Wikimedia Commons - <http://commons.wikimedia.org/wiki/File:Scott-anaconda.jpg#mediaviewer/File:Scott-anaconda.jpg>  
Home Front Demographics

## Document B



Mentorhigh.com

[http://www.mentorhigh.com/quest\\_civil\\_war/newfinal/homefront/homefront.phtml](http://www.mentorhigh.com/quest_civil_war/newfinal/homefront/homefront.phtml)

## Document C

### **Confederate Shortages and Food Substitutes During the Civil War**

**Coffee** (substitutes: ground-up okra seeds, dried sassafras, acorns)

**Sugar** (substitutes honey and sorghum molasses)

**Flour** (substitutes: rice, rice flour, cornmeal, rye flour)

**Salt:** (no feasible food preservative substitute)

2 bushel sack= 12.00 before the war, 100.00 during

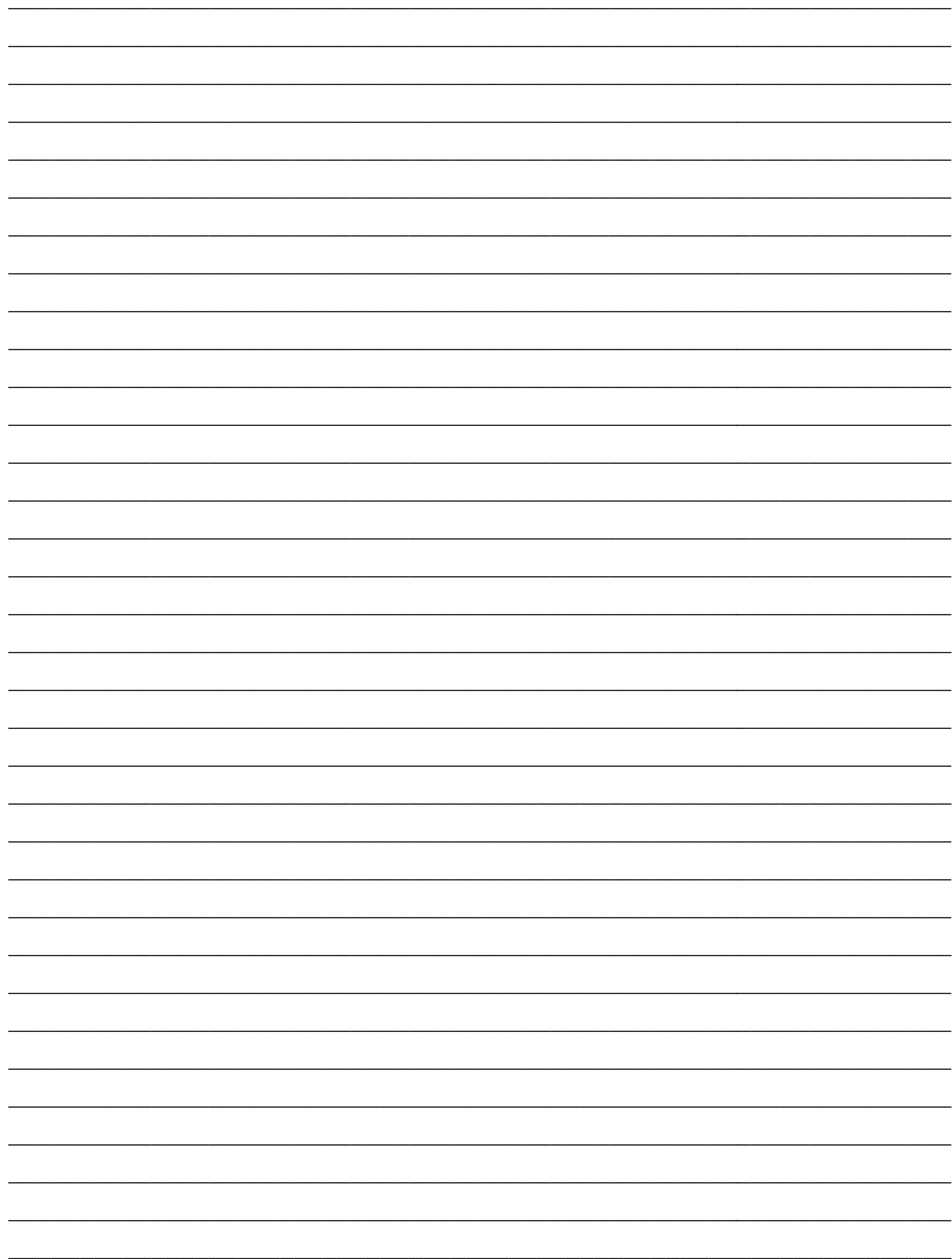
**Typical southern family grocery bill:**

Pre war= \$6.65/ month, 1864= \$400.00/ month

-Varlhole, Michael J.

*Everyday Life During the Civil War*

[illegible]



## **The Emancipation Proclamation**

Issued by President Abraham Lincoln on January 1, 1863, this famous document, printed here in its entirety, granted freedom to more than 3 million United States slaves. Lincoln's decree was later made law by passage of the 13th Amendment to the United States Constitution in 1865.

### **The Emancipation Proclamation**

By the President of the United States of America:

A Proclamation.

Whereas, on the twenty-second day of September, in the year of our Lord one thousand eight hundred and sixty-two, a proclamation was issued by the President of the United States, containing, among other things, the following, to wit:

“That on the first day of January, in the year of our Lord one thousand eight hundred and sixty-three, all persons held as slaves within any State or designated part of a State, the people whereof shall then be in rebellion against the United States, shall be then, thenceforward, and forever free; and the Executive Government of the United States, including the military and naval authority thereof, will recognize and maintain the freedom of such persons, and will do no act or acts to repress such persons, or any of them, in any efforts they may make for their actual freedom.

“That the Executive will, on the first day of January aforesaid, by proclamation, designate the States and parts of States, if any, in which the people thereof, respectively, shall then be in rebellion against the United States; and the fact that any State, or the people thereof, shall on that day be, in good faith, represented in the Congress of the United States by members chosen thereto at elections wherein a majority of the qualified voters of such State shall have participated, shall, in the absence of strong countervailing testimony, be deemed conclusive evidence that such State, and the people thereof, are not then in rebellion against the United States.”

Now, therefore I, Abraham Lincoln, President of the United States, by virtue of the power in me vested as Commander-in-Chief, of the Army and Navy of the United States in time of actual armed rebellion against the authority and government of the United States, and as a fit and necessary war measure for suppressing said rebellion, do, on this first day of January, in the year of our Lord one thousand eight hundred and sixty-three, and in accordance with my purpose so to do publicly proclaimed for the full period of



one hundred days, from the day first above mentioned, order and designate as the States and parts of States wherein the people thereof respectively, are this day in rebellion against the United States, the following, to wit:

Arkansas, Texas, Louisiana, (except the Parishes of St. Bernard, Plaquemines, Jefferson, St. John, St. Charles, St. James Ascension, Assumption, Terrebonne, Lafourche, St. Mary, St. Martin, and Orleans, including the City of New Orleans) Mississippi, Alabama, Florida, Georgia, South Carolina, North Carolina, and Virginia, (except the forty-eight counties designated as West Virginia, and also the counties of Berkley, Accomac, Northampton, Elizabeth City, York, Princess Ann, and Norfolk, including the cities of Norfolk and Portsmouth[]), and which excepted parts, are for the present, left precisely as if this proclamation were not issued.

And by virtue of the power, and for the purpose aforesaid, I do order and declare that all persons held as slaves within said designated States, and parts of States, are, and henceforward shall be free; and that the Executive government of the United States, including the military and naval authorities thereof, will recognize and maintain the freedom of said persons.

And I hereby enjoin upon the people so declared to be free to abstain from all violence, unless in necessary self-defence; and I recommend to them that, in all cases when allowed, they labor faithfully for reasonable wages.

And I further declare and make known, that such persons of suitable condition, will be received into the armed service of the United States to garrison forts, positions, stations, and other places, and to man vessels of all sorts in said service.

And upon this act, sincerely believed to be an act of justice, warranted by the Constitution, upon military necessity, I invoke the considerate judgment of mankind, and the gracious favor of Almighty God.

In witness whereof, I have hereunto set my hand and caused the seal of the United States to be affixed. Done at the City of Washington, this first day of January, in the year of our Lord one thousand eight hundred and sixty three, and of the Independence of the United States of America the eighty-seventh.

By the President: Abraham Lincoln

William H. Seward, Secretary of State.

Source: National Archives and Records Administration

## **The Gettysburg Address**

Gettysburg Address, famous speech delivered by United States president Abraham Lincoln on November 19, 1863, at Gettysburg, Pennsylvania. He presented it at the dedication of the Gettysburg National Cemetery, honoring those who died in the Civil War Battle of Gettysburg earlier that year.

The Gettysburg Address:

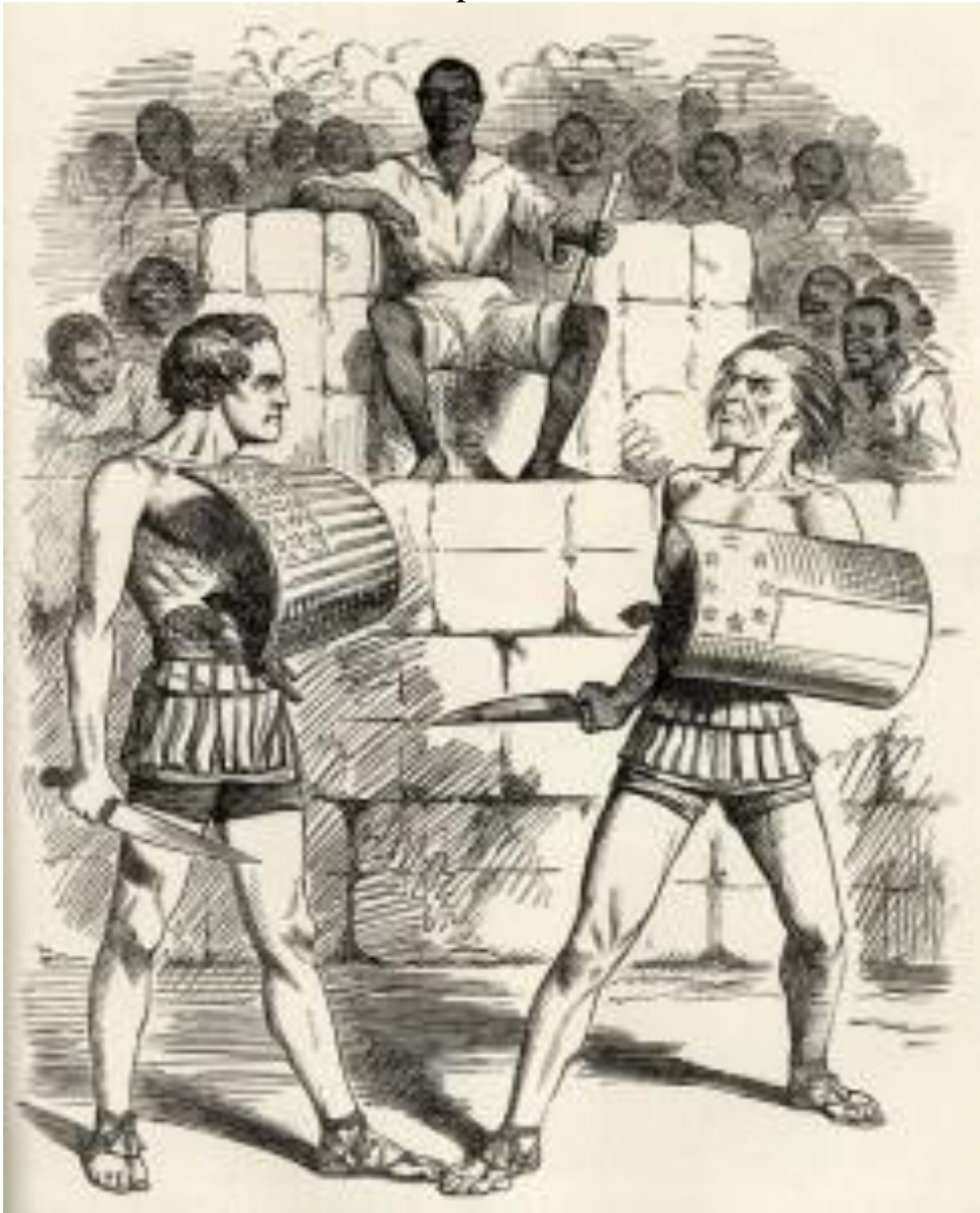
“Fourscore and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

“Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

“But, in a larger sense, we cannot dedicate—we cannot consecrate—we cannot hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.”

Source: Library of Congress

### Civil War political cartoon



Source: *House Divided*; The Civil War Research Engine at Dickinson College  
<http://housedivided.dickinson.edu/sites/blogdivided/files/2010/08/punchcartoon-242x300.jpg>